together, shall produce the given expression." This is not in accord with the facts, as is shown by the very illustration used by the author:

$$5a \ (x-y)-3a \ (x+y)=2a \ (x-4y)$$

We find such curious terms as "fractional linear equation," "fractional quadratic equation." How an equation can at the same time be linear and fractional is, indeed, a poser! That same half-truth which is forever turning up is given further currency: "If the same expression be added to both members of an equation the resulting equation will be equivalent to the first." How about

$$x=3.$$
$$x^2+x=3+x^2 \ ?$$

Of what use is it to prove the theorem: "A quadratic equation cannot have more than two different roots." Any bright boy will say at once "May it not have any number of equal roots?" The emphasis placed on the word different implies that there may be.

The manner in which a subject is presented is often a matter of taste. The author treats variation from the viewpoint of proportion, rather than that of functionality, which is rapidly growing in favor with mathematicians and physicists alike. He retains the almost obsolete symbol $\infty$. It would seem better to write $y=mx$ at once. It is to be regretted that the author has made so little use of the idea of functionality. The treatment of inequalities would be more satisfactory if the solution of the important type $\dfrac{n-3}{n-2} > n-1$ were considered.

It may be said in general that the book is built on the older and more conservative lines. It contains a large number of new and interesting exercises. The treatment is direct and within the capacity of the secondary student. It does not, however, satisfactorily meet the demands of many teachers of mathematics who are striving toward a more living presentation of the subject.

CLARENCE E. COMSTOCK

BRADLEY POLYTECHNIC INSTITUTE,
    Peoria, Ill.

---

*Aus deutschen Lesebüchern, Epische, lyrische und dramatische Dichtungen, erläutert für die Oberklassen der höheren Schulen und für des deutsche Haus.* Band IV, Abteilung I: Epische Dichtungen. By O. FRICK UND FR. POLACK. 4. Auflage. Leipzig und Berlin: Th. Hofmann, 1906.

Every teacher of German should know three large publications which appear at present and rank foremost among pedagogic works on German literature. They are: Johannes Meyer, 1. *Aus der deutschen Literatur;* 2. *Einführung in die deutsche Literatur* (Berlin: Gerdes und Hodel), *Handbuch des deutschen Unterrichts an höheren Schulen,* herausgegeben von Adolf Matthias (München: O. Beck), and the publication under whose title this review is written.

Meyer's *Aus der deutschen Literatur und in die deutsche Literatur* contains numerous selections from all periods of German literature, and appears in single booklets, costing 1 M. each. Thirty-six numbers have already been published and there will be about eighty altogether. Matthias' *Handbuch* will comprise, when finished, fourteen volumes, three of which are out by this time.

Larger than the above mentioned publications is the collection called *Aus deutschen Lesebüchern.* It contains a thorough commentary to all the German literary

masterpieces which are or may be read in schools. This publication is as yet unfinished. Ten volumes have been issued, some in various editions, and at least five others are promised. The volume which is devoted to German epic poetry is the fourth one of the series and appears in its fourth edition. It is a commentary, adapted to the needs of the teachers, treating the "Nibelungenlied," "Gudrun," "Parzival," "Der arme Heinrich," "Das glückhafte Schiff von Zürich," "Der Messias," "Der Heliand," "Hermann und Dorothea," "Der siebzigste Geburtstag," and "Reinecke Fuchs." For the secondary-school teacher probably only "Hermann und Dorothea" would come under consideration in this volume, but he will find in the other volumes many treatises which are of immediate value for him.

A. C. Von Noé

UNIVERSITY OF CHICAGO

*Readings in European History.* By JAMES HARVEY ROBINSON. Abridged Edition. Ginn & Co., 1906. Pp. xxxiv+573.

This book is an abridgment of the author's two-volume work of the same title. Many extracts have been omitted from the original collection, and others have been cut down. The extent of omissions may be seen from the fact that of the 230 extracts given, in the first volume, on the mediæval period, 94 are retained. Of the 275 in the second volume, on the modern period, 160 are retained. Good judgment has been used in the abridgment, but the omission of so many important and interesting extracts is a cause for regret. Where Robinson's *Introduction to the History of Western Europe* is in use as a textbook, or even another text, the abridgment should be in the hands of every pupil. The book fills a long-felt want and should meet with a large sale. M. W. JERNEGAN

UNIVERSITY OF CHICAGO

*Cæsar, Gallic War, Books I–V.* Edited, with an Introduction, Notes, Synonyms, Word-Groups, and Vocabulary, by HAROLD W. JOHNSTON, PH.D , Professor of Latin in the Indiana University, and FREDERICK W. SANFORD, A.B., Fellow in the University of Chicago. Boston: Benj. H. Sanborn & Co.

None of the features of this volume are startlingly new, but they are the very features which the practical teacher would desire, and are in every instance worked out with care and accuracy. The text, with few exceptions, is that of Meusel's school edition. Words occurring more than once in Books I–V are printed in heavy-faced type at the place of their first occurrence. The introduction presents the usual information regarding Cæsar's life, and regarding military and Gallic antiquities, in a form which the student can easily consult and master. The notes are concise and accurate. At the end of the notes on each chapter of the Helvetian War, and throughout the second book, there are questions relating to principal parts of verbs, and to case and mood constructions, which will be found very helpful. The vocabulary is sufficiently full and is well presented. There are also lists of synonyms, and of related and contrasted words, like those in D'Ooge's *Cicero.* The book is well made and well illustrated.

While the editors are no doubt correct in their estimate of the fifth book as interesting material for the young student, one can but protest at the omission of the fascinating story of the Vercingetorix.

J. RALEIGH NELSON

LEWIS INSTITUTE, CHICAGO